GENERAL KNOWLEDGE 1

SINDH TEXTBOOK BOARD, JAMSHORO.

Published By

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as a sole Textbook of General Knowledge for all primary Schools in province of Sindh.
Duly reviewed by the Bureau of Curriculum and Extension Wing Sindh, Jamshoro.

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DEAR TEACHER!

The General Knowledge Textbook for class - I, has been written in accordance with the National Curriculum-2006. The aims and objectives of this book is to provide students the knowledge, skills and values, which will prove to be a foundation for further studies in higher classes.

How the textbook is organized and why?

This textbook is organized in units. Each unit deals with the theme comprises number of chapters related to the theme of the unit. The Research shows that students learn in different ways and students learn best by engaging them in activities designed to help them understand the concepts and develop their skills and values. In order to achieve this reason, in each chapter there is some content followed by an activity. These activities require children to use a variety of skills (reading, writing, listening, speaking, thinking and communicating) to reinforce concepts included in the chapter in which students have to use the content they have been introduced to, therefore, all children do not learn key concepts and ideas introduced to them first time, hence, they need to be reintroduced by practice. Concerned exercises are followed at the end of each unit. These exercises are designed for the children in order to review the key concepts, skills and values covered in the unit.

How to use this textbook?

Before you start delivering students, please read through the text matter carefully, also read the foot note of the page. Being a subject teacher, you must have your own ideas, knowledge and must aware of your students as well as the environment in which they live. You may add examples from your own context, please do so as you may want to adopt a given activity or design as additional ones based on your experience as a teacher and the requirement and demand of your students.

When you are in the classroom, it is important to have students read the text and do the activities that follows in the book, while they are working take a walk around and encourage students, help them, as they are at work.

How to assess children's learning?

Assessment, that is tests and exams, help you find out if your students have learned what you have taught them, in other words "what you sow so shall you reap". Your tests and exams should be at the end of unit exercises consisting of objective items, questions in practical activitie s as these will assess not only knowledge acquisition but also the acquisition of skills and values.

We wish you all best of your efforts and to manage teaching, learning as a wonderful experience for your students.

Authors

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FOREWORD

It is a matter of great concern and pleasure for me to let you know that since Sindh Textbook Board came into existence, it is providing the textbooks of worth standard for the children of whole province of Sindh till today. These textbooks are on one hand a quite cheap in cost, on the other hand are being managed at a proper time.

The main idea with us that textbooks must contain knowledgeable qualitative matter in order to compete our students with the present changed circumstances of the world around, for which our new generation must be well conversant with the Islamic Ideology first, then good characteristics, patriotism, demand of responsibilities, sense of promotion for the brotherhood and equality. All these qualities will assist for their studies in case if student take part in new scientific research, inventions, must get knowledge of technical affairs, participation in social activities, awareness and also achievement in progressive, economical soundness.

When our student will have a strong hold over these qualifications, undoubtedly they will lead a prosperous, successful life, a good citizen with better bright future of their nation and country & will be ready to hold reins of their country in the future.

With the objectives of such national spirit, STBB is introducing this book of “General Knowledge” for newly entrants in the field of education, which has been written by the well experienced authors and reviewed by the senior educationists in accordance with the “NEW CURRICULUM” for inclusion in the syllabus.

Sindh Textbook Board is quite hopeful that respective teachers, students and stake holders will also be benefitted of this book.

Lastly, I request you with reference to matter contained in this book that in case if any concrete proposal (s) / suggestions are available with you, please feel free to convey the same to include in subsequent edition.

Chairman
Sindh Textbook Board, Jamshoro.

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

UNIT ONE: OUR BELIEFS

CHAPTER 1 OUR CREATOR

Allah is One.
Allah is the Creator.
Allah created everything.

ACTIVITIES:

1. Write the names of four things from the pictures above.

(i) ____________________ (ii) ____________________

(iii) ____________________ (iv) ____________________

2. Draw two things created by Allah.

Teacher's Note Talk to the students about the Oneness of Allah and teach Muslim students Kalima Tayyibah, Ta' awwuz and Tasmia (with meanings).

CHAPTER 2 PROPHETS

Allah sent many Prophets.

He sent Prophets to guide us.

He sent them to tell us what is right and what is wrong.

Hazrat Adam (A.S) was the first Prophet of Allah.

Hazrat Muhammad (P.B.U.H) is the last Prophet of Allah.

A few famous Prophets of Allah	
Hazrat Adam (A.S)	Hazrat Ibrahim (A.S)
Hazrat Daud (A.S)	Hazrat Musa (A.S)
Hazrat Issa (A.S)	Hazrat Muhammad (P.B.U.H)

ACTIVITY:

Choose the answers to the following questions from the given boxes:

1. Who was the first prophet of Allah? ____________________

2. Who is the last prophet of Allah? ____________________

3. Name any two other prophets. ____________ , ____________

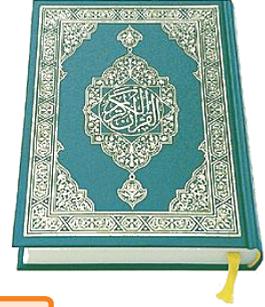
Teacher's Note Ask students to name some of the Prophets they know. Write the correct answers of students on the board. Explain to students why Allah sent His Prophets to us. You could tell the students stories about the Prophets explaining the religious group that follow each.

CHAPTER 3 THE HOLY BOOKS

Different religions have different holy books.

Holy books are given to guide us.

We must respect all the holy books.

Quran is the last holy book of Allah Almighty.

Quran is the holy book of Muslims.
It was revealed on Hazrat Muhammad (P.B.U.H).

Bible (Injeel) is the holy book of Christians.
It was revealed on Hazrat Issa (A.S).

Zabur is the holy book of Jews.
It was revealed on Hazrat Daud (A.S).

Torah is also the holy book of Jews.
It was revealed on Hazrat Musa (A.S).

ACTIVITY:

Draw lines to match the holy books in column A to the Prophets to whom the holy book revealed in column B.

Column A: The Holy Books	Column B: Revealed on
Holy Quran	Hazrat Issa (A.S)
Bible	Hazrat Muhammad (P.B.U.H)
Zabur	Hazrat Musa (A.S)
Torah	Hazrat Daud (A.S)

Teacher's Note Provide additional information about these holy books to the students.

CHAPTER 4 HAZRAT MUHAMMAD (P.B.U.H)

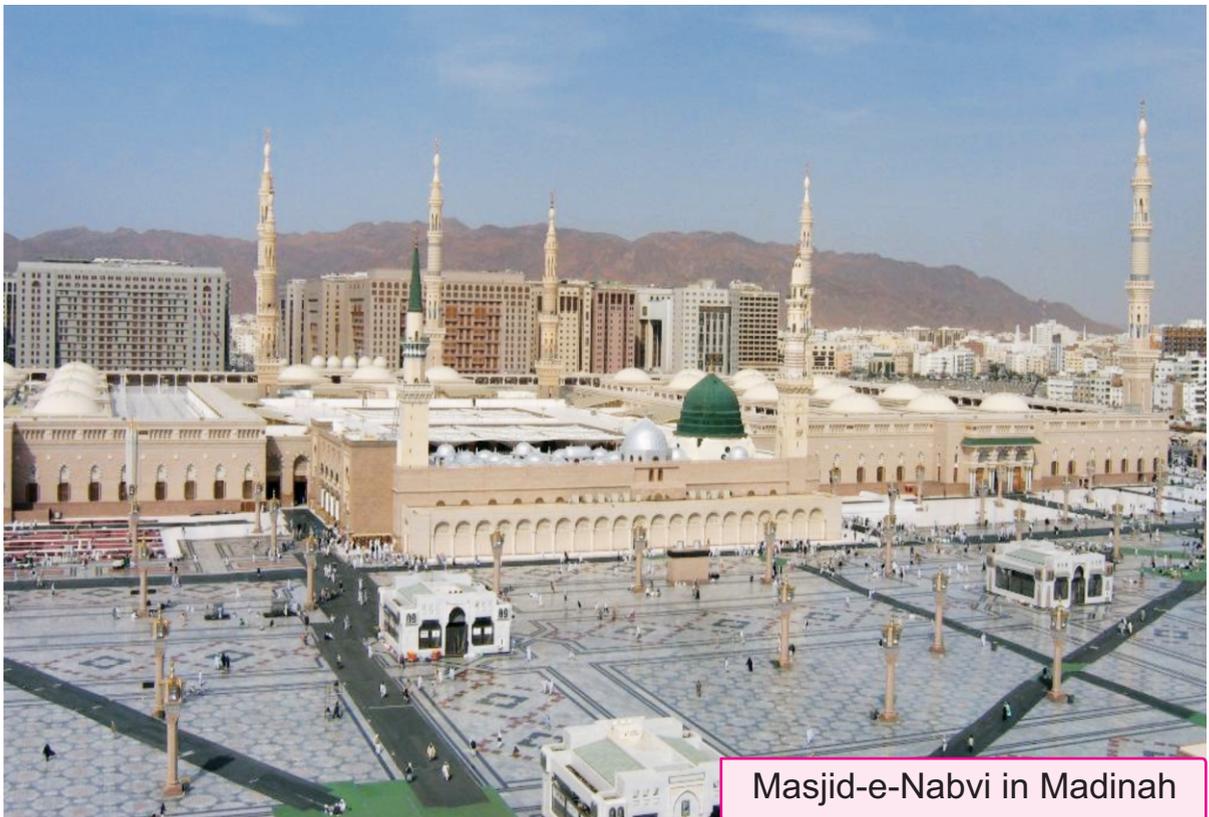
Hazrat Muhammad (P.B.U.H) was born in Makkah.

His father's name was Hazrat Abdullah.

His mother's name was Bibi Aminah.

He was truthful and honest.

He told us that Allah is One.

He told us to live in peace with everyone.

Masjid-e-Nabvi in Madinah

Whenever we say or hear the name of the Holy Prophet, we say:

SallAllah-u-alaihi wa sallam

which means, “Peace Be Upon Him” (P.B.U.H)

ACTIVITY:

Fill in the blanks:

(i) The last prophet of Allah is

____

(ii) The father of Hazrat Muhammad (P.B.U.H) was

____

(iii) The mother of Hazrat Muhammad (P.B.U.H) was

____

(iv) Hazrat Muhammad (P.B.U.H) was born in the city of

____

(v) Two qualities of Hazrat Muhammad (P.B.U.H) were

______________________ and ______________________

Teacher's Note

the early life of
ntioned: Hazrat
mmad (P.B.U.H)
He went to live
is uncle Hazrat

PRAYER

All people pray.

They pray to thank God for His blessings.

They go to different places to pray.

ms pray in a Mosque

Christians pray in Church

Hindus pray in Temple

Jews pray in a Synagogue

We should respect all places of worship.

ACTIVITY:

Draw lines to match the names of people of different religions given in column A to the places of worship in column B.

Column A People of Different Religions	Column B Places of Worship
Christians	Church
Hindus	Mosque
Jews	Synagogue
Muslims	Temple

CHAPTER 6

NAMAZ

The prayer of Muslims is called Namaz.
Muslims offer Namaz five times a day.
The Azaan calls Muslims for Namaz.
The names of the five Namaz are Fajr, Zuhr, Asr, Maghrib and Isha.

ACTIVITY:

Fill the names of the five Namaz in the given boxes:

NAMAZ

1.

2.

3.

4.

5.

Teacher's Note Explain the order of Namaz to students e.g. the Namaz said before sunrise is Fajr .

END OF UNIT 1: EXERCISE

1. Draw any two pictures created by nature and colour them.

2. Fill in the table with correct answers:

People	Holy Book	Name of Prophet	Place of Worship
Jews			
Christians			
Muslims			

3. Tell your class something good you did for someone else.
4. In the given boxes, write the names of the things created by nature.

ect answer .

Teacher's Note

5. Put a (✓) in front of a correct statement and (✗) in front of wrong statement.

(i) Allah created all of us. (   )

(ii) Stars are made by Allah. (   )

(iii) Allah is One. (   )

(iv) Allah is All Merciful. (   )

6. Look at the pictures and write what good you see children doing in the picture. Use the word box to help you.

Being kind	Helping to read

Teacher's Note Ask students to describe what they see in the picture. Help students identify ways in which they could be truthful, honest, kind, etc. Ask students in turn to share with the class a time when they were truthful, honest, kind, etc.

UNIT TWO: THE EARTH AND THE SKY

CHAPTER 1 THE EARTH

We live on the Earth.

The Earth is round like a ball.

The Earth is covered by land and water.

The Earth

Who lives on the land?

The Land

the water?

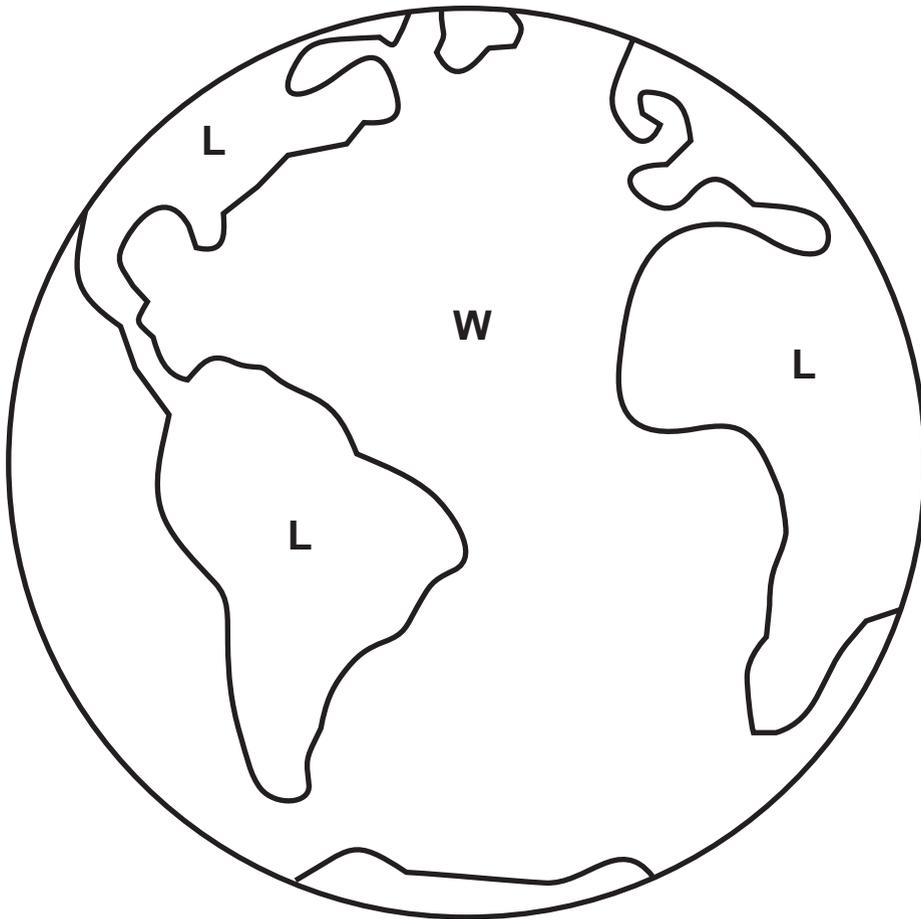
The Water

ACTIVITY:

Look at the picture of the Earth.

Color the land (marked L) **GREEN**.

Color the water (marked W) **BLUE**.

Is there more land or water?___________

Teacher's Note Before starting the lesson show the students a globe given at the previous page. Ask them to identify its shape. Tell them this is the shape of the Earth. Then ask them what they think the blue parts on the globe are? Praise them when they answer water. Ask them what they think the colored parts are. Then have them read the text. Tell the students that the Earth day is celebrated on 22nd of April each year and they will also celebrate this day.

CHAPTER 2

THE SKY

Look at this picture.

What do you see in the sky at day?

In the day you can see the sun.

ACTIVITIES:

1. Draw the sun and colour it.

2. Name the things you see in the sky at day?

   (i) ______________________

   (ii) ______________________

3. Guess:

- I can be seen at day.
- I look like a big ball and shines very brightly.
- I give light to you and am very hot.

Who am I? ______________

Look at this picture.

What do you see in the sky at night?

In the night you can see the moon and the stars.

CTIVITIES:

1. Draw what you see in the sky at night?
2. Name the things you see in the sky at night?

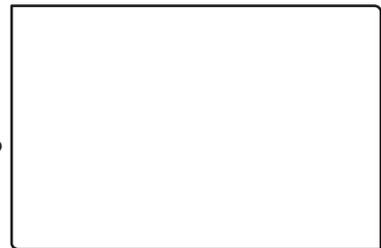
   (i) ____________________

   (ii) ____________________

3. Guess:
   - I can be seen at night.
   - I am round like a ball.

   Who am I? ____________________

4. Guess:
   - I can be seen at night.
   - I am shiny and twinkle in the sky.

   Who am I? ____________________

Teacher's Note Ask the students to look at the sky tonight, then discuss it the next day.

END OF UNIT 2: EXERCISE

1. Answer the following questions: (Yes or No)
    1. Do you live on Earth? ______
    2. Do you see the sun at night? ______
    3. Does the sun shine very brightly? ______
    4. Is the sun very hot? ______
    5. Can you live on the sun? ______
    6. Do you see the moon at night? ______
    7. Do you see stars at night? ______
    8. Are there many stars in the sky at night? ______

2. Sing and learn the following poems.

    Poem 1:
    I see the moon
    And the moon sees me,
    God bless the moon and God bless me.

    Poem 2:
    Twinkle twinkle little star,
    How I wonder what you are,
    Up above the world so high,
    Like a diamond in the sky.

3. Which sky you like the most? (sky at day/sky at night).

    Draw the objects of your favourite sky in the box below and colour it?

UNIT THREE: MYSELF

CHAPTER 1

WHO AM I?

I am a boy.
My name is Ali.
I am five years old.
I study in class one.
I like to read and write.
I like to play cricket.
I do not like to fight with others.

I am a girl.
My name is Sana.
I am eight years old.
I study in class three.
I like to read, write an draw.
I like to play hide and seek.
I like to help others.

ACTIVITY:

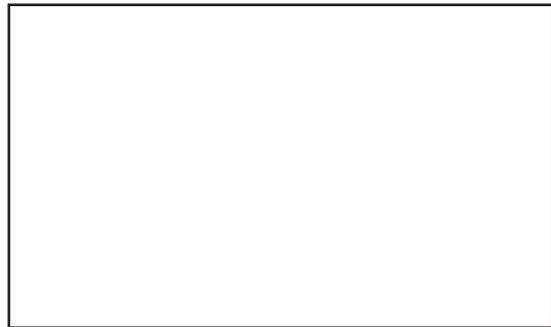
Draw or paste your picture in the given box. Complete the sentences below.

My name is ____________________.

I am ________ years old.

I study in class __________________.

I like __________________________.

I do not like ____________________.

Teacher's Note Introduce yourself and then call on students to introduce themselves to each other using the information they have written about themselves in the activity. Call a few students in front of the class and ask them to introduce themselves.

CHAPTER 2

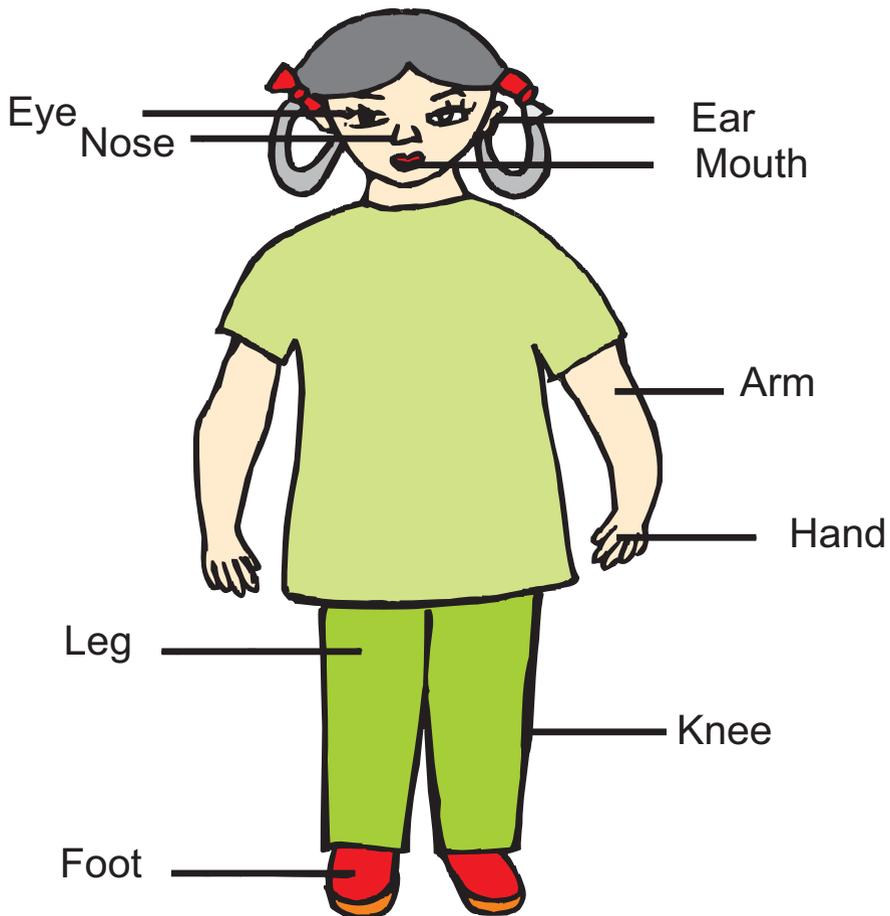
MY BODY

I have two eyes. I see with my eyes.

I have a nose. I smell with my nose.

I have two ears. I hear with my ears.

I have two hands. I touch and feel with my hands.

I have a tongue. I taste with my tongue.

PARTS OF THE BODY

CTIVITIES:

1. (a) Look at the pictures in column A and write the names of body parts shown.
   (b) Look at the pictures in column B and write their names.
   (c) Match each body part in column A with the picture in column B of something that the body part can do.

Column A: BODY PARTS		Column B: THINGS	

2. Draw something that you can SEE, HEAR, SMELL, TASTE or TOUCH right now.

most of them but
d be heard. There
ld be touched.

Teacher's Note

CHAPTER 3 KEEPING OURSELVES CLEAN

We must keep ourselves clean to stay healthy.
How do you keep clean?

Keep nails short

Take bath everyday

Wash your hands before and after eating

Comb your hair properly

Brush your teeth everyday

ACTIVITY:

Write the names of the things that help us keep clean below the pictures.
Use the words from the word box.

ste shampoo

CHAPTER 4 GOOD MANNERS

Ali and Sana get up in the morning.

They brush their teeth.

They greet their parents by saying Salaam.

They wear clean uniforms.

They say a pray before having breakfast.

Sana asks, “Please may

I have a chappati?”

When her father gives it

to her, she says, “Thank you.”

Then, they leave for school,

saying “Bye bye.”

Ali helps his friends to read.

Sana helps an old man

cross the street.

They respect their elders.

ACTIVITIES:

1. List five good manners practiced by Sana and Ali in the story.
   Example: They brush their teeth.

   (i) ____________________
   (ii) ____________________
   (iii) ____________________
   (iv) ____________________
   (v) ____________________

2. Choose four good qualities in you and write them down.
   Use the word box to help you.

I speak politely.	I am honest.
I am kind to animals.	I write on the wall.
I put litter in the bin.	I help the poor.
I help others.	I sleep in the classroom.

   (i) ____________________
   (ii) ____________________
   (iii) ____________________
   (iv) ____________________

3. ...ete the sentence:
   ...lities because. ____________________
   ____

Teacher's Note You could help students to role play situations to demonstrate good manners. Saying Salam to elders, saying 'Please' and 'Thank you', helping a blind man cross the road, putting litter in the litter bin, eating all the food on their plate, etc. Possible answers for activity 3 could be: my friends like me, I become a good person, these qualities help make the world a better place.

CHAPTER 5 OUR FAVOURITE GAMES

We enjoy playing games.
Games are fun.
Games help us keep healthy.

Table Tennis

Skipping

Carom

Cricket

Football

Hockey

Sana and Ali are playing ludo. They will follow these rules.

- Choose a coloured playing piece and take turns to throw the dice.
- Move the playing piece from the corner at the throw of a six.
- Move the playing piece along a track the number of spaces as the number shown on the dice.
- The first person to move all four pieces into the home area wins.

ACTIVITIES:

1. Divide students into groups based on their favourite game. Ask each group to write the rules for playing their favourite game.

   (i) ______________________________

   (ii) ______________________________

   (iii) ______________________________

   (iv) ______________________________

   (v) ______________________________

2. Fill in the blanks:

(I) The games we like to play are ____________, ____________ and ____________ .

avourite game is ______________________

3. The important rules of the game are:

   (i) ______________________________

   (ii) ______________________________

   (iii) ______________________________

   (iv) ______________________________

   (v) ______________________________

Teacher's Note Move around the class and help students write the rules of their favourite game. Have a student from each group come to the front of the class to tell the class how to play the game.

CHAPTER 6

WHAT I WANT TO BE?

of work.

flying planes

teaching

farming

shopkeeper

nursing

treating patients

CTIVITIES:

ences in column 1.
tell what work do
these people do?
.They fly planes.

____

S.No.	Column 1 People I See in the picture	Column 2 The Work they do
(i)	I see a teacher.	She
(ii)	I see farmers.	They
(iii)	I see a shopkeeper.	He
(iv)	I see a nurse.	She
(v)	I see a doctor.	He

2. When I grow up I would like to be a ______________________

because ______________________________

3. Do an inquiry to find out the students' "most preferred work".

Teachers	Doctors	Farmers	Pilots	Shopkeepers

Teacher's Note

d like to be when
piece of paper
dents are done,
o the same with
tate which is the
st preferred one.

END OF UNIT 3: EXERCISE

1. Answer the questions:

(i) Who is your best friend? ______________________________

(ii) What are two ways in which you are similar to your friend?

____

____

(Iii) What are two ways in which you are different from your friend?

____

____

(iv) How many eyes do you have?

____

(v) What do you do with your nose?

____

(vi) How many hands do you have?

____

(vii) How many times do you wash your hands in a day? ____________

(viii) How many times do you take a bath in a day? ____________

(ix) How many times do you clean your teeth in a day? ____________

(x) How many times do you comb your hair in a day? ____________

2. Match the things in column A with the tastes in column B.

Column A Things	Column B Tastes
Apple	Bitter
Chips	Sour
Karela	Salty
Lemon	Sweet

3. Do one of the following:

Make a thank you card for someone who has done something nice for you, **OR** make a sorry card for someone whom you have hurt, **OR** make a birthday card for someone whose birthday it is.

4. Draw and write three things you do every day to keep clean.

5. Write two things you can do to help you become what you want to be when you grow up. Use the word box to help you.

Work hard	**Play all the time**	**Study in school**
Do homework	**Sleep in class**	**Keep healthy**

(i) ______________________________

(ii) ______________________________

6. Talk to three students in your school during break-time and ask them what they want to be when they grow up and why? Then fill in the blanks.

(i) ______________ wants to become a ______________

because ______________________________

(ii) ______________ wants to become a ______________

because ______________________________

(iii) ______________ wants to become a ______________

because ______________________________

7. Match the games in column A with the things that they are played with in column B.

Column A Games	Column B Things they are played with
Cricket	Skipping rope
Hockey	Bat and ball
Hopscotch	Stick and ball
Skipping	Flat stone

8. Make a poster on keeping clean. Put it up in your class/school.

Teacher's Note Students could find out people doing different types of work. Teacher could talk about the dignity of work. A guest speaker could be invited and students could ask him / her questions about his/her work.

9. Children will sing the following poems about cleanliness, with actions.

Poem # 1

Mother says, and of course she knows.
That clean hands and face.
Make me fresh as a rose.

Poem # 2

Healthy children everywhere,
Exercise and breathe fresh air,
Soap and water we have seen,
They keep hands and faces clean.

Healthy children often smile,
As they stop to rest a while,
Learning each day as they should,
To take time to eat pure food.

Healthy children bow to you,
We are very happy too,
See the tooth brush on parade,
Of the germs we're not afraid.

Healthy children all in turn,
Say we have so much to learn,
To stay healthy is the best plan,
And we all know that we can.

Healthy children everywhere,
Exercise and breathe fresh air.

UNIT FOUR: FAMILY

CHAPTER 1 MY FAMILY

I am Sana
This is my
family

This is my
sister Hina

This is my
brother Ali

This is my mother
Mrs. Nida Ahmed

This is my father
Mr. Ahmed

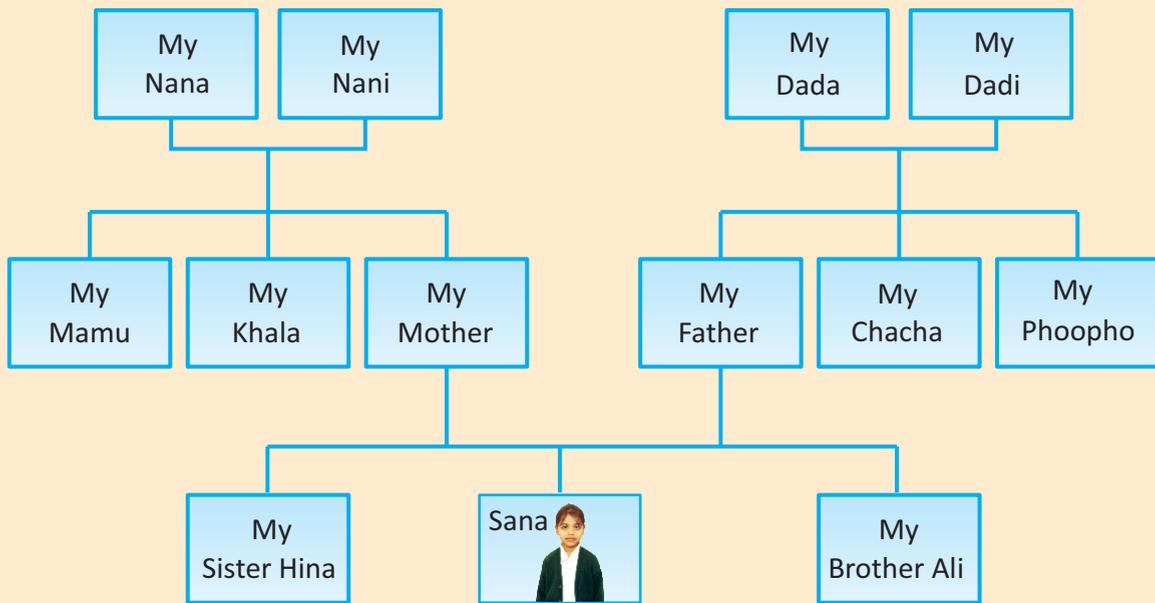
These are my
Dada and Dadi

These are my
Nana and Nani

This is my family tree

My Nana | My Nani | My Dada | My Dadi

My Mamu | My Khala | My Mother | My Father | My Chacha | My Phoopho

My Sister Hina | Sana | My Brother Ali

ACTIVITY:

1. Fill in the blanks:

(i) My name is ______________________________

(ii) My father's name is ________________________

(iii) My mother's name is________________________

(iv) I have____________ brothers and____________ sisters.

(v) Their names are ____________ , ____________ , ____________

____________ and ____________ .

Teacher's Note If students have more brothers and sisters increase the blank spaces.

CHAPTER 2 RELATIONSHIP AT HOME

I, Sana, live together with my father,
my mother, my sister Hina and my brother Ali.
My parents take care of us.
My mother is a doctor.
She makes sure we stay clean and eat healthy food.
My father is a teacher.
He helps us with our homework and reads stories to us at night.
We help our mother and father at home.
We respect and obey them.

ACTIVITY:

In column A list the members of your family.
In column B write their relationship to you (father, grandmother, sister, etc.)
In column C write what they do for you (cook the food, play with me, read me stories, etc.)
In column D write what would happen if he/she did not do this? (I would be hungry, I would have no one to play with, I would be sad)

Column A	Column B	Column C	Column D
Family Member	Relationship to you	What does he/she do for you at home?	What would happen if he/she did not do this?

CHAPTER 3

OUR HOME

This is our home. We live in a flat.
It has a sitting room, two bedrooms, a kitchen and a bathroom.

sitting room

bedroom

kitchen

We keep our home clean.

sweeping

mopping

dusting

cleaning the carpet

ACTIVITIES:

1. What does your house look like? Draw a picture of your house and write 3 sentences about it.

(i) ______________________

(ii) ______________________

(iii) ______________________

2. List the rooms in your house. Choose the names of things in each room from the box.

stove	chair	spoon	table	blanket	rug
cupboard	pots and pans		mirror	window	fan
pillow	carpet		bed	T.V	plates

ROOM	THINGS		

3. What do you do to keep your home clean? (List any five things which you or any other member of your family does.)

(i) ______________________

(ii) ______________________

(iii) ______________________

(iv) ______________________

(v) ______________________

Teacher's Note Talk to children about the importance of cleanliness.

CHAPTER 4 LIFE AND FAMILY HISTORY

Ali was born in 2006.

Ali started walking in 2007.

He started school in 2010.

His baby sister Hina was born in 2011.

In 2012 Sana and Ali went to Lahore by train with their family for the wedding of their uncle.

In 2013 the whole family went for a picnic to the seaside.

ACTIVITY:

Write any five important events from your life.

(i) ____________________

(ii) ____________________

(iii) ____________________

(iv) ____________________

(v) ____________________

Teacher's Note If students cannot write encourage them to draw pictures of the key events in their lives. Students can also bring photographs and make a timeline using them.

CHAPTER 5 THE FOOD WE EAT

We eat many kinds of foods.

We eat food to stay strong and healthy.

Food also helps us to grow.

Food gives us energy to do our work.

We wash our hands before eating.

We say thank God before eating.

We eat slowly.

We do not talk with our mouth full.

We eat all the food on our plate.

After eating we thank Allah for the food He gave us.

We wash our hands after eating.

Teacher's Note You may use charts/picture to talk to students about the different foods they eat at home. Students' answers could be noted on the board under different headings, like grains, meat, milk, milk products, fruits and vegetables to introduce them to the idea of different food groups. Talk to students about the DUA to say both before and after meals. Encourage them to say it before and after every meal.

ACTIVITIES:

1. Complete these sentences:

   For breakfast my family eats ______________________________

   ____

   For lunch my family eats ______________________________

   ____

   For dinner my family eats ______________________________

   ____

   The vegetables I like to eat are ______________________________

   The fruits I like to eat are ______________________________

   I like to drink ______________________________

2. Fill in the blanks:

   Before eating we ______________________________

   While eating we ______________________________

   After eating we ______________________________

END OF UNIT 4: EXERCISE

1. Draw or paste a picture of your family. Write the name of each person below his or her picture.

2. Ask the following questions from your grandfather or grandmother (dada, dadi, nana, or nani) about their life and write their answers:

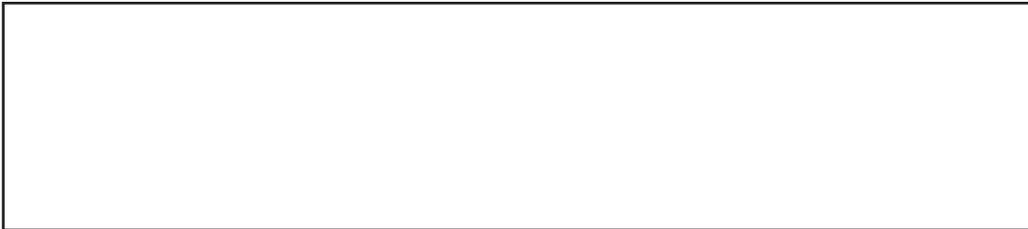
   (i) Which city were you born in? ____________________

   (ii) What games did you play? ____________________

   (iii) Which school did you go to? ____________________

   (iv) How did you go to school? ____________________

   (v) What did you eat? ____________________

3. Draw or paste a picture of your favourite food/ foods.

4. Write three things you can do to help your parents.

   (i) ____________________

   (ii) ____________________

   (iii) ____________________

Teacher's Note Discuss with students how their lives and those of their grandparents are different.

UNIT FIVE: NEIGHBOURHOOD

CHAPTER 1 OUR NEIGHBOURHOOD

This is our neighbourhood.

A neighbourhood is a place where many people live together.

The people are called neighbours.

They live in different kinds of houses.

A block of flats

A double-storeyed house

A mud house

A single-storeyed house

There is a school, health centre, park, mosque and lots of shops in our neighbourhood.

ACTIVITY:

Put a (✓) in front of the places in your neighbourhood.

Shop	( )
School	( )
Mosque	( )
Park	( )
Houses	( )

CHAPTER 2 OUR NEIGHBOURHOOD SHOPS

This is our neighbourhood market.
There are many shops here.
These shops sell different things.

book shop

grocery shop

meat shop

bakery

vegetable shop

ACTIVITY:

Choose the best answer and put a circle around it.

1. Apples are sold at a:

   (a) bakery (b) book shop (c) fruit shop

2. We buy eggs from a:

   (a) bakery (b) book shop (c) grocer

3. Meat is sold at:

   (a) fruit shop (b) meat shop (c) toys shop

4. I buy pencils from a:

   (a) bakery (b) book shop (c) fruit shop

5. My mother buys potatoes and carrots from a:

   (a) meat shop (b) toys shop (c) vegetable shop

Teacher's Note Explain to students the difference between a shop and a market.

CHAPTER 3 OUR NEIGHBOURHOOD PARK

This is our neighbourhood park.

There are many plants in the park.

There are swings and slides in the park.

swings

slides

cricket

Here we play cricket with our friends.
Our parents and other adults sit, walk or jog in the park.

walking

hockey

children sit on bench

Families have picnics in the park.

We keep our park clean. We put our litter in the litter bin.

ACTIVITIES:

1. Name the different games you play in the park, choose from the word box.

catch-catch	skipping	cricket	football	volley ball
hopscotch	tug of war	tag	hide and seek	kho kho

(i) ____________________

(ii) ____________________

(iii) ____________________

(iv) ____________________

(v) ____________________

(v) ____________________

2. Write two things you do to keep your neighbourhood park clean.

(i) ____________________

(ii) ____________________

CHAPTER 4 OUR SCHOOL

This is our school.

It has many classrooms.

It has many teachers and students. We go to school to learn. We learn many things in the school.

We learn to draw, paint and make things. We learn to read, write and think. We learn about different places in the world.

We learn to respect others and follow rules.

It has a big playground.

We play games in the playground. School is a lot of fun. We love our school.

ACTIVITIES:

1. Complete these sentences:

   (i) The name of my school is ____________________

   (ii) The name of my teacher is ____________________

   (iii) The names of my friends are ____________________

   and ____________________

   (iv) Four things I enjoy in school are:

   (a) ____________________

   (b) ____________________

   (c) ____________________

   (d) ____________________

2. Put a tick (✓) in front of all the rules you follow in your school.

   - Come to school on time. (   )
   - Say Salaam to our teachers. (   )
   - Throw litter on the ground. (   )
   - Wait for our turn. (   )
   - Do our homework. (   )
   - Talk during the lesson. (   )
   - Make a line to go to our class. (   )
   - Come to school neat and clean. (   )
   - Do not answer our teachers' questions. (   )

OUR HEALTH CENTRE

This is the health centre in our neighbourhood.

When we are sick or get hurt we go to the health centre.
A doctor or nurse treats us.

They also teach us how to keep healthy.

- Eat fresh fruits and vegetables after washing them.
- Drink boiled water.
- Take a bath everyday.
- Brush your teeth everyday.

- Wash hands after using the toilet.
- Keep your house and neighbourhood clean.

These things will prevent you from getting common diseases like diarrhoea, flu and malaria.

ACTIVITIES:

1. Find out the name of the doctor, health centre or hospital you go to when you are sick or hurt. Write the names in the blank.

   Doctor ______________________________

   Health Centre ______________________________

2. Write 3 things you can do to keep healthy.

   (i) ______________________________

   (ii) ______________________________

   (iii) ______________________________

Teacher's Note Tell students the story of a boy named Abid. Instruct the students to listen carefully and each time Abid does something that is not healthy, they shout "Do not do it". The teacher can begin the story with Abid going for breakfast without washing his hands and brushing his teeth. He could be touching the hot kettle or pot on the stove, running on the road to catch his school bus, coughing and sneezing in the classroom without covering his mouth, and so on.

CHAPTER 6

THE MOSQUE IN OUR NEIGHBOURHOOD

This is a Mosque in our neighbourhood.

Muslims come here to pray.

They come to prayer when they hear Azaan.

ACTIVITIES:

1. Draw a picture of the mosque in your neighbourhood.

2. Answer the following questions:

   (i) What is the name of the mosque in your neighbourhood?

   ____

   (ii) Is there a church in your neighbourhood? ____________

   (iii) Is there a temple in your neighbourhood? ____________

Teacher's Note Point out that everyone, whether old, young, rich or poor prays together in the mosque. Everyone is considered equal in the eyes of Allah.

CHAPTER 7

KEEPING THE NEIGHBOURHOOD CLEAN

A clean neighbourhood is a beautiful and healthy place.

We keep our neighbourhood clean. Do you?

We can keep our neighbourhood clean by putting litter in the litter bin.

We have less litter because we **reduce, reuse,** and **recycle** it.

Ways we reduce litter:

- Say no to plastic bags.
- Take a basket to market.

Ways we reuse things:

- Reuse jam bottles for masala.
- Reuse ice-cream boxes for food.

Ways we recycle things:

- Making envelopes of newspapers.
- Make a pencil holder of a can.
- Make a quilt of used cloth pieces.

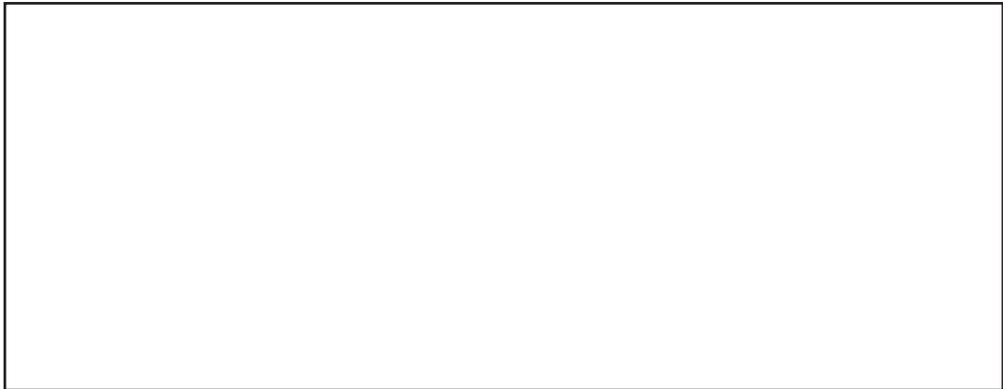
ACTIVITIES:

1. List three ways to keep your neighbourhood clean.

   (i) ______________________________

   (ii) ______________________________

   (iii) ______________________________

2. Make a sign asking people to put the litter in the litter bin.

3. Do any one of the following and draw these by hand:

   - Make a pencil holder out of an empty can.
   - Make a dustbin of an old bucket or tin.
   - Make a vase out of a plastic bottle.

CHAPTER 8 SOCIAL RELATIONS

We live together with many people.

We must respect each other.

Be gentle with youngsters.

Help the needy people.

Talk politely with others.

Say Salaam to elders.

ACTIVITY:

Read the questions. Write Yes or No in the blanks.

(i) Should we fight with others? ____________________

(ii) Should we respect our elders? ____________________

(iii) Should we ignore needy people? ____________________

(iv) Should we talk politely with others? ____________________

(v) Should we be gentle with younger people? ____________________

END OF UNIT 5: EXERCISE

1. Write the names of shops in your neighbourhood and write down at least three things you can buy from each shop.

Name of Shop	Three things you can buy		

2. Different items have different prices.

Look at the pictures of items shown in the shop and their prices. Match the prices with the items in the following columns.

ITEMS	PRICE
Shampoo	Rs. 250
Chips	Rs. 110
Jam	Rs. 150
Juice	Rs. 85
Milk	Rs. 50

3. How much money does Sana need to buy a pack of juice and a chips ____________________

4. Name the following pictures. Use the word box to help you.

Park	mosque	shop	house	health	centre

5. Draw a picture of a park in which you would like to play.

6. **A Survey:** How well do you know your school?

Find answers to the following questions:

How many classrooms are there in your school? _______________

How many students are there in your school? _________________

How many teachers are there in your school? _________________

Is there a library? ____

Is there a canteen? ____

Is there a playground? _____________________________________

Is there a staffroom? ______________________________________

My teacher is ____

The principal of my school is _______________________________

The chowkidar of my school is _______________________________

7. Draw a picture of your school. Describe your school in a few sentences.

____

____

____

8. List any three things to prevent from diseases and making yourself healthy.

(i) ____

(ii) ____

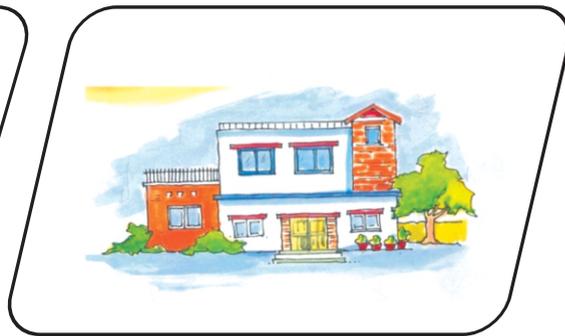
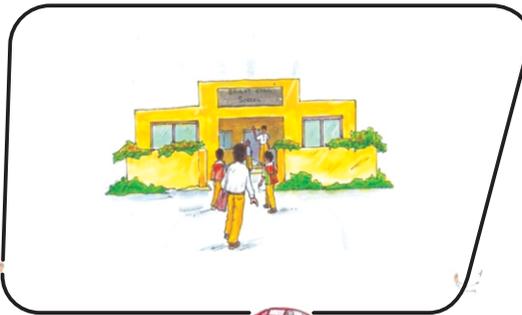
(iii) ____

Teacher's Note 'How well do you know your school?' Could be done by students in small groups of 4 to 5 students. Talk to students about different places around them. Some other places, if any, could also be identified, such is a bank, temple, a church, etc. Ask students to share their stories written in activity number 8 with the class.

9. Fill in the blanks to describe an incident when you or any other family member had fallen sick and went to the health centre for treatment.

_____________ got sick. He/she had _________________ . He/she went to the health centre. The doctor gave him/her____________ and told him / her to _______________________________________ .

10. Look at the map. Write the names of the places on it. Choose from given box.

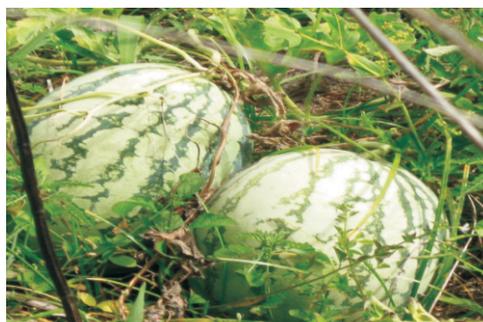
school	park	shop	house

UNIT SIX: PLANTS AND ANIMALS

CHAPTER 1 PLANTS

All of you have seen plants.
They are all around us.
Plants are living things.

neem tree

mango tree

wheat plant

water melon

ACTIVITY:

Draw a picture of a plant.

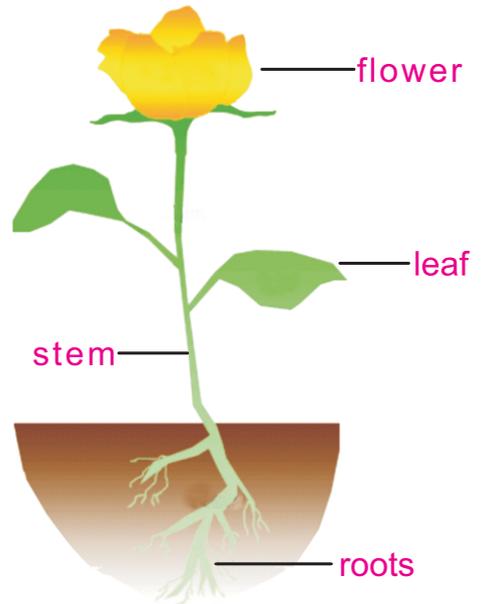
Teacher's Note Ask the students to look at the pictures of plants and tell the difference between the plants.

CHAPTER 2

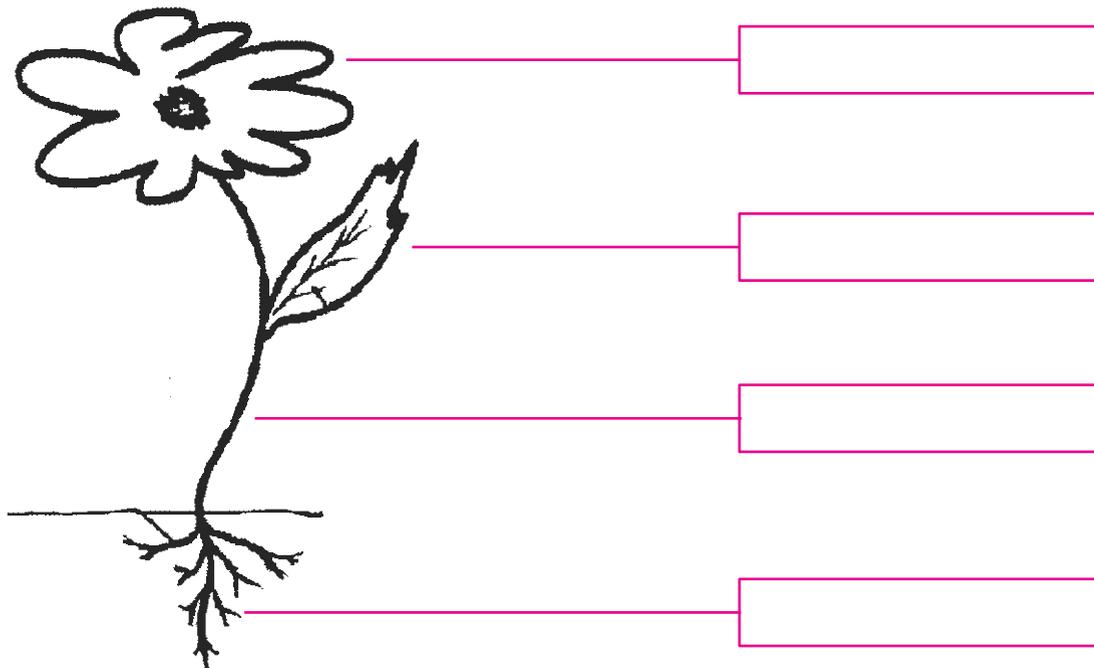
PARTS OF PLANT

A plant has many parts.

Look at the picture and read

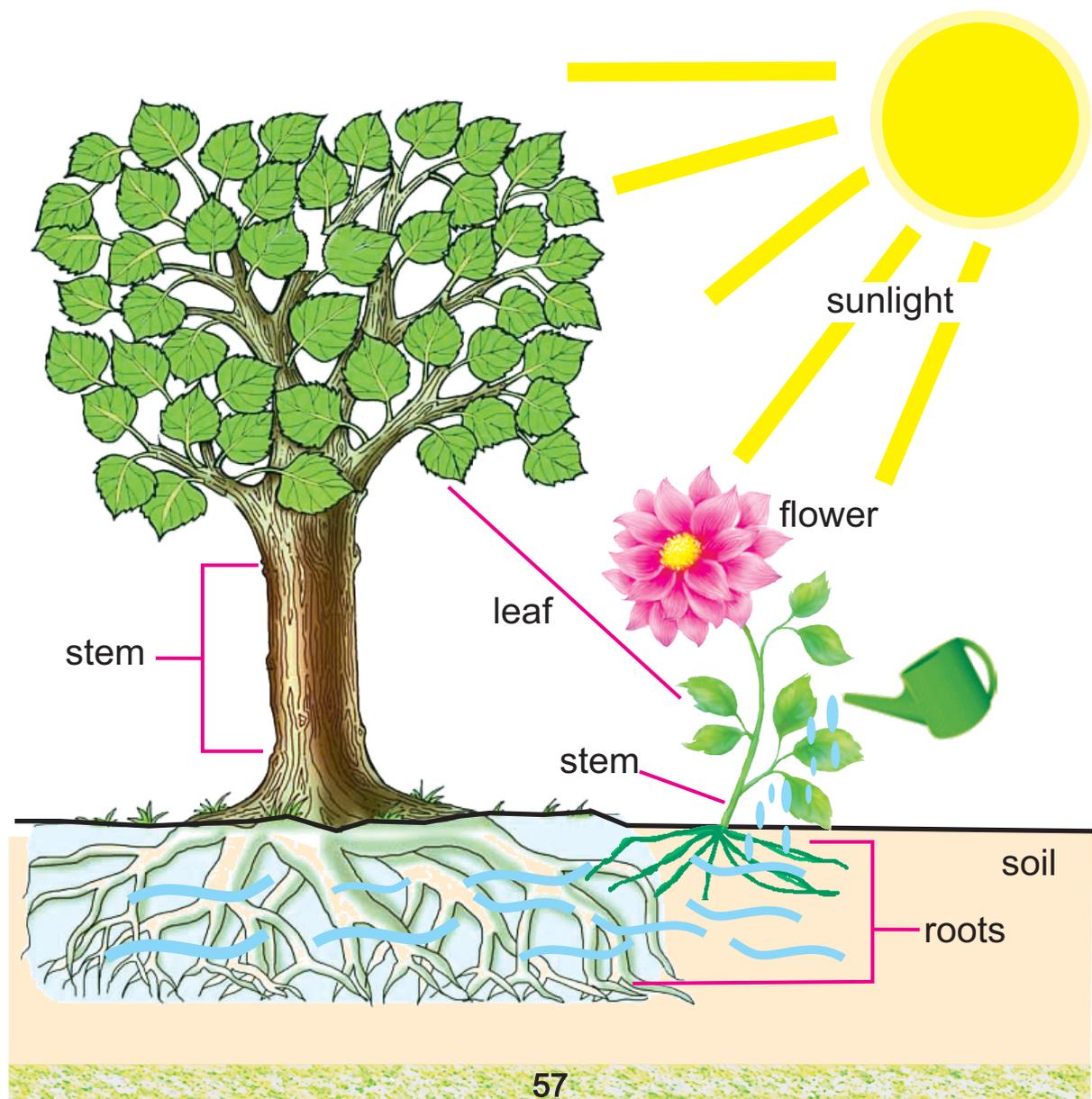
the names of the parts of a plant.

ACTIVITY:

Write the name of each part of the plant on the given line. Use the word box to help you.

Flower	leaf	root	stem

CHAPTER 3 WHAT A PLANT NEEDS TO GROW?

Plants are living things like us; they also need things to grow.

Look at the picture below. We can see that plants need

water, air and sunlight to grow.

ACTIVITY:

Plants are living things like us; they also need things to grow.

a) Put a tick (✓) in the Column "A" to show which things we need to grow.

b) Put a tick (✓) in the Column "B" to show which things plants need to grow.

	Column A Things we needs to grow	Column B Things plants needs to grow
Needs		
Food		
Water		
Air		
Sun Light		

CHAPTER 4 WHY ARE PLANTS IMPORTANT ?

Sana and Ali went with their parents to a farm.

They saw many plants with fruits, vegetables and flowers on them.

They soon got tired and hungry.

They sat down in the shade of the tree.

The farmer gave them fresh mangoes to eat.

They saw a bird's nest on a tree.

Sana said, “Today I learnt why we need plants.”

Plants are important because they give us many things.

ACTIVITIES:

1. List five things plants give us:

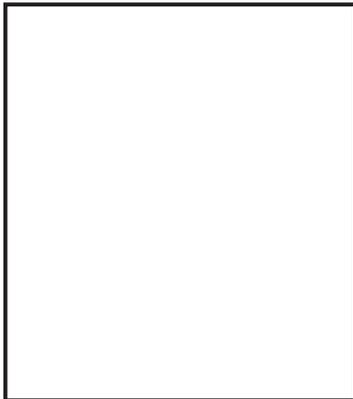
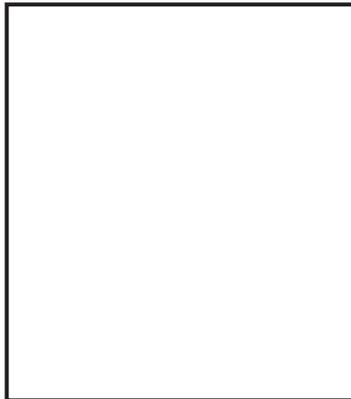
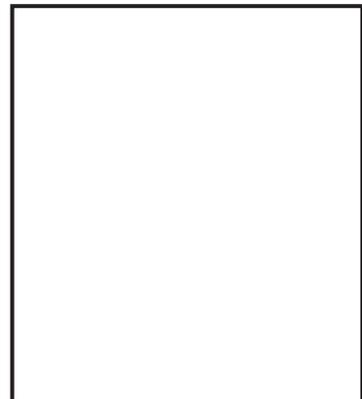
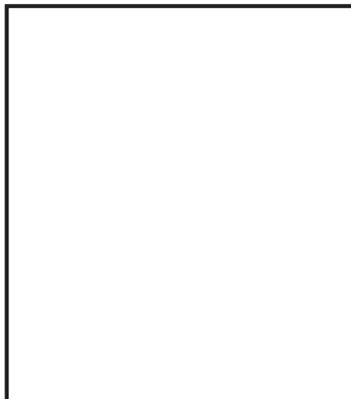
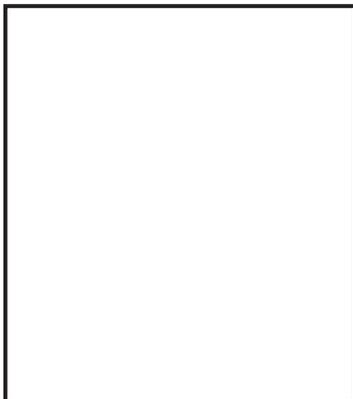
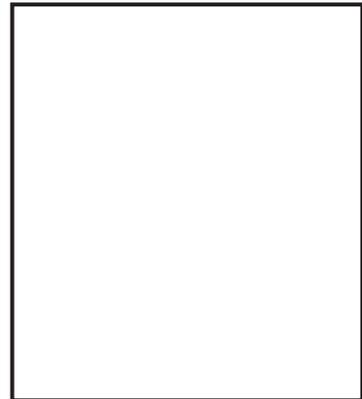
   (i) ____________________

   (ii) ____________________

   (iii) ____________________

   (iv) ____________________

   (v) ____________________

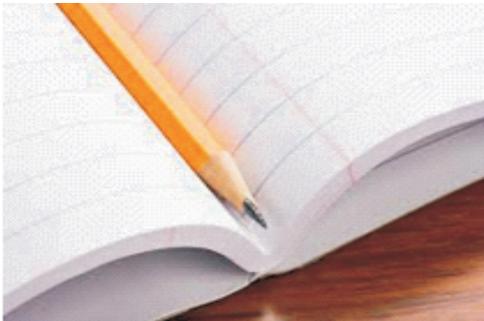
2. Draw two flowers, two fruits, and two vegetables.

Flowers	Fruits	Vegetables

CHAPTER 5 THINGS AROUND US MADE OF PLANTS

There are many things that are made of plants.

We make houses, furniture, paper, clothes,

oil and medicine from plants.

wooden house

furniture

paper and pencil

clothes

cooking oil

rugs

ACTIVITIES:

1. Look around your class .Find the things that are made from plants. List them.

(i) ____________________

(ii) ____________________

(iii) ____________________

(iv) ____________________

(v) ____________________

2. Grow a plant in a pot in the class. Observe the plant and record its growth each week in the table below.

	Height of plant	No of leaves	Draw the plant and label it looks at the end of week 4.
Week 1			
Week 2			
Week 3			
Week 4			

CHAPTER 6

ANIMAL S

There are many animals around us.

All of you have seen animals.

Animals are living things.

a cow

a parrot

fish

a horse

hen

goat

a camel

cockroach

frog

How are these animals different from each other?

ACTIVITY:

Look carefully the pictures given on the previous page. Write your answers in the table below

Animals Name	How many legs do they have?	How many eyes do they have?	What covers their bodies? (feather hair, scales, skin)	How do they move? (fly, walk, swim)
Cow				
Hen				
Cockroach				
Goat				
Horse				
Fish				
Parrot				
Frog				
Camel				

Teacher's Note Ask the students to look at the pictures of the animal on the previous page. Ask them to count the legs and fill in the first column in the table together then let them do the next themselves. Make sure that students will tell the names of the animals that they have.

CHAPTER 7 THE FOOD ANIMALS EAT

Animals are living things like us.

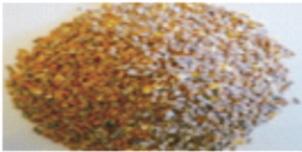
They need food to live.

Sheep, cows and goats eat grass.

Cats, dogs and lions eat meat.

ACTIVITY:

Animals need food to live. Animals names are given in column A and the food which these animals like to eat are given in column B. Draw a line to join the animals with the food they like to eat.

Column A (Name of animals)	Column B (Their food)
cat	
cow	
dog	
fish	
hen	
parrot	

CHAPTER 8 THE HOMES ANIMALS LIVE IN

Animals are living things like us;
they need a home for shelter.

Look at picture1.
A bird is sitting in her home.
A bird's home is called a nest.
Birds make their nests in trees.

picture1

Look at picture 2.
A rabbit is coming out
of his home.
The rabbit's home is
called a burrow.
Rabbits make their burrows
in the ground.

picture 2

CHAPTER 9 FARM, PET AND WILD ANIMALS

Animals like cows, goats and horses are raised on farms.
They are **farm animals.**

Animals like dogs, cats and parrots are kept at home.
They are **pet animals.**

Animals like lions, bears and elephants cannot be kept at home or on a farm. They live in the jungle.
They are **wild animals.**

Teacher's Note Explain the difference between farm, pet and wild animals. Have students name other farm, pet and wild animals.

ACTIVITIES:

1. Sana and Ali both like animals. They want to keep an animal at home. They do not know which animal to keep. They need your help.

A Cat

(i) Do you know what it likes to eat?__________

(ii) Where does it live?__________

(iii) Can you play with it?__________

(iv) Can you take care of it?__________

A Lion

(i) Do you know what it likes to eat? __________

(ii) Where does it live? __________

(iii) Can you play with it?__________

(iv) Can you take care of it? __________

(v) Which animal can Sana and Ali keep at home? __________

2. Write the answer of the following questions.

(i) Do you have any pet?__________

(ii) What is the name of your pet? __________

(iii) What does it like to eat? __________

(iv) Do you take care of it?__________

(v) Do you love it?__________

CHAPTER 10

CARING FOR ANIMALS

Animals need food to eat.

Animals need water to drink.

Animals need a home for shelter.

Animals need our care and love.

Teacher's Note Arrange the students in a group who have same pets. Each group will share with the class how do they take care of their pets.

CHAPTER 11 IMPORTANCE OF ANIMALS

Animals are very useful for us. They provide us food to eat.

Hens give us eggs.

We eat the meat of

cows, hens and fish.

Cows give us milk.

They help us to go from
one place to another.

We travel from one place

to another in animal carts.

We ride horses.

CTIVITY:

Look at the previous pictures and write how the animals are useful for us.

(i) We get ________from hen.

(ii) We get ________from fish.

(iii) We go from one place to another place in ________ cart.

Teacher's Note Before reading the text have students think about and identify the animals that provide us food to eat.

END OF UNIT 6 : EXERCISE

1. Read the name of the part of the plant in column A and draw the part in column B.

Column A (Part of plant)	Column B (Draw the part of plant)
Flowers	
Leaves	
Branches	
Stem	
Roots	

2. Plants grow under suitable conditions. In column A different conditions are given. In column B write whether the plant will 'Grow a lot', 'Grow a little', or 'Not grow at all'.

Growing Conditions "A" (How the seed will be planted)	**Prediction "B"** (Do you think it will grow a Lot, grow a little, or not grow at all?)
1 The seed will be given water and sunlight.	
2 The seed will be given water, but **will not** be given sunlight.	
3 The seed **will not** be given water, but will be given sunlight.	
4 The seed **will not** be given water, and **will not** be given sunlight.	

Teacher's Note Do this activity with your students. Read each growing condition in Column A and ask students to predict whether under these conditions the plant will grow a lot, grow a little or not grow at all.

3. Plants give us many things. Circle the things in the box which plants give us. The first one is done for you in the box.

4. Look at the picture below. Circle 5 things that are made from plants.

5. Read the following sentence. Write **T** for true if the sentence is correct and **F** for false if the sentence is incorrect?

(i) Carpets are made from plants. ____________

(ii) Doors are made from plants. ____________

(iii) Fans are made from plants. ____________

(iv) Note books are made from plants. ____________

(v) Pencils are made from plants. ____________

(vi) Tables are made from plants ____________

(vii) Walls are made from plants. ____________

(viii) Your cotton clothes are made from plants. ____________

6. Walk around your house. Write the name of the objects you see in the table below?

Objects made from plants	Objects NOT made from plants

7. Fill in the table below.

Animals	Name of animal	The food they eat	How they Move	What we get from them

2. The names of animals are given in column A, write the names of their homes in column B.

Column A Animals	Column B Their home
Parrot	
Rabbit	
Fish	

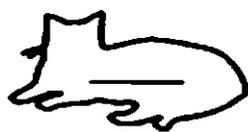
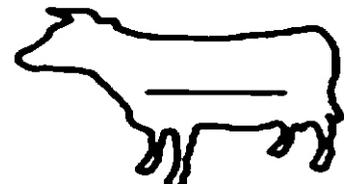
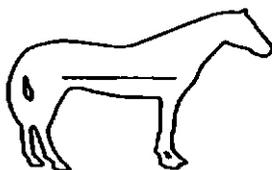
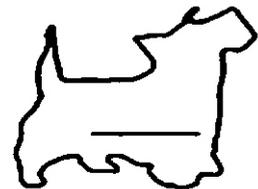
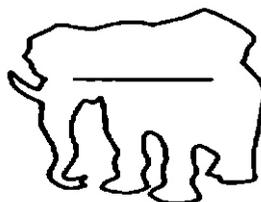
3. Answer the question below:

Name two animals that eat grass: (i) ____________ (ii) ____________

Name two animals that eat meat: (i) ____________ (ii) ____________

List the three things that all living things need to live (i) ____________ (i) ____________ (iii)____________

4. a) Write the name of each animal in given lines below. Use the word box to help you. Colour them.

fish	dog	elephant	parrot
cow	cat	deer	horse

b. Choose the place where each animal likes to live. Use the word box to help you.

farm	home	Jungle	pond	tree

ANIMAL NAME	PLACE WHERE THEY LIKE TO LIVE
Deer	
Elephant	
Cow	
Dog	
Fish	
Parrot	
Horse	
Cat	
Duck	

UNIT SEVEN: OBJECT AROUND US

CHAPTER 1 OBJECTS ARE OF DIFFERENT SIZES

There are many objects around us.
Objects are of different sizes.

Some objects are big and some are small.

ACTIVITY:

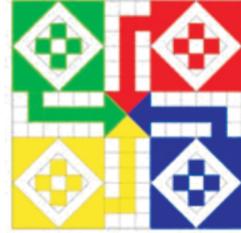
Some big objects are given in column A. Draw the smaller pictures of these objects in column B. Colour them.

Column A	Column B

CHAPTER 2

OBJECTS ARE OF DIFFERENT SHAPES

The objects around us are of different shapes.

Some objects are round.

Some objects are square.

Some objects are rectangular.

Some objects are triangular.

ACTIVITY:

Look at the pictures below. Write the shape of the object below it.
Draw a line to join the objects which have the same shape.

____

____

____

____

____

____

____

____

CHAPTER 3

OBJECTS HAVE DIFFERENT TEXTURES

The objects around us are of different textures.

Some objects are hard.

Some objects are soft.

Some objects are smooth.

Some objects are rough.

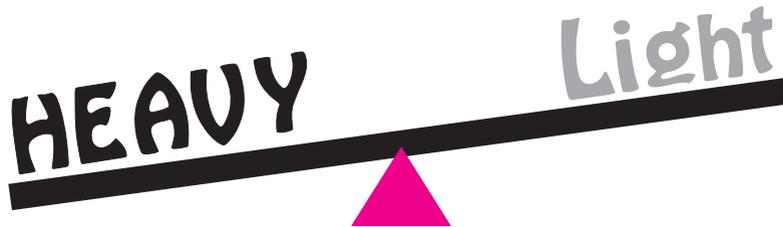
ACTIVITY:

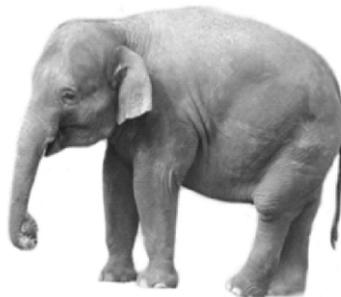
Go around the classroom. Safely touch and feel each object.
Fill in table below:

NAME OF OBJECT	TEXTURE OF OBJECT

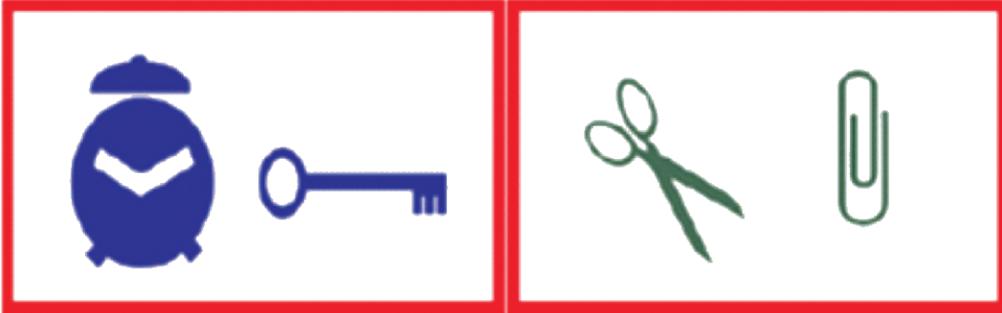
CHAPTER 4

OBJECTS ARE OF DIFFERENT WEIGHTS

Some objects are heavy and some are light in weight.

Light objects are easy to lift.

Heavy objects are not easy to lift.

Teacher's Note Explain the concept of light and heavy by lifting and comparing the safe objects in the class.

ACTIVITIES:

1. In each box two objects are given. Put a (✓) on the heavier object.

2. Do this activity in the class.

Materials required:

2 plastic cups

1 hanger

2 strings of equal length

(approx. 30cm each)

Procedure:

1. Tie two plastic cups with the string on each end of a hanger and hang the hanger onto the ruler or by any support . You have created a balance.
2. Place objects into one of the cup and see what happens. Place another object into the other cup and see what happens. Complete the table below.

Objects in cup A	Objects in cup B	Observations		Reason for the observations	
		Position of cup A(Down/Up)	Position of cup B(Down/Up)	Objects in Cup A are (light/heavy)	Objects in Cup A are (light/heavy)
A Stone	A leaf				
A Pin	A Pen				
A marble ball	A flower				

Teacher's Note Teacher will perform the above activity and involve students to make clear the concept of heavy and light.

CHAPTER 5

OBJECTS ARE OF DIFFERENT WEIGHTS

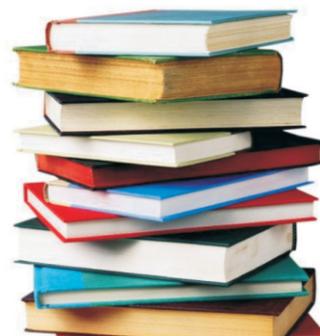
The objects around us are made of different materials. Objects can be made of cotton, metal, paper, plastic, rubber and wood.

wood ⇨ furniture

metal ⇨ keys

ruber ⇨ tyres

plastic ⇨ toys

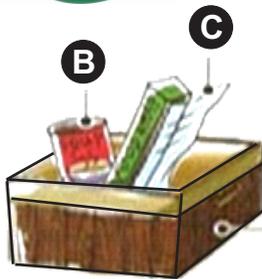
cotton ⇨ clothes

paper ⇨ books

Teacher's Note Ask the students if they have chairs at homes. Ask them what are the chairs made of. Asking students about other everyday objects such as balls they play with, plates they eat in etc .write their answers on the board and tell the class an object can be made of dif ferent types of material

ACTIVITIES:

Sort the objects by the material they are made of. Write the letter for each object in the table. The first one is done for you.

Metal	Plastic	Wood
		A

CHAPTER 6 OBJECTS MAKE SOUNDS

We hear many sounds around us.

These sounds are made by objects.

Different objects make different sounds.

Do you Know how are sounds produced?

Put your hand on your throat (larynx) and say your name.

What do you feel? What you felt is called a vibration.

Sounds are produced by vibrations.

Do you know?

How do we hear a sound?

We hear a sound by our ears

ACTIVITIES:

1. Look at the pictures. What is the child doing to make the sound? Choose the answer from the given box.

Beating	Shaking	Blowing	Plucking

Man is beating drum to make a sound.

Aminah and her friends are standing near them.

Aminah and her friends

Zia is standing far from them.

Zia

2. Answer the Questions.

1. Do you think Aminah will hear the sound clearly? (Yes/No)

   Why? ________________________________

2. Do you think Zia will hear the sound clearly? (Yes/No)

   Why? ________________________________

3. Make your own sound producing objects

Materials 8 glasses, teaspoons, water

Procedure

1. Line up eight glasses of about the same size and shape.

2. Fill the first glass about 1/8th full of water for the high note, the second glass should be 1/4 full, the third glass should be 3/8ths full for the next note, and so on.

3. Each glass should sound like a note on the music scale (do, re, mi, fa, so, la, ti, do). You may need to tune your music scale (add or remove water with teaspoon) until each note rings true. Have the children use a metal teaspoon to gently tap out the scale and any other melodies they know (Mary had a little lamb, Twinkle twinkle little star).

Teacher's Note Teacher will perform the activity with students. Teacher can extend the activity by using other object to make the sound.

Example:

i. Plastic Glass and stones/rice/(shaking)

ii. Blowing in an empty bottle.

CHAPTER 7 SOME OBJECTS GIVE LIGHT

Can you see the objects in the night?

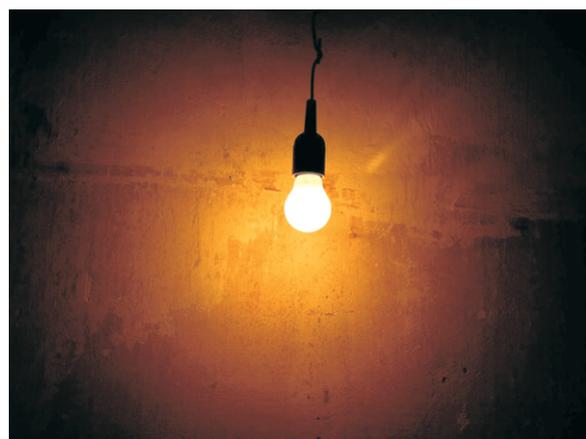
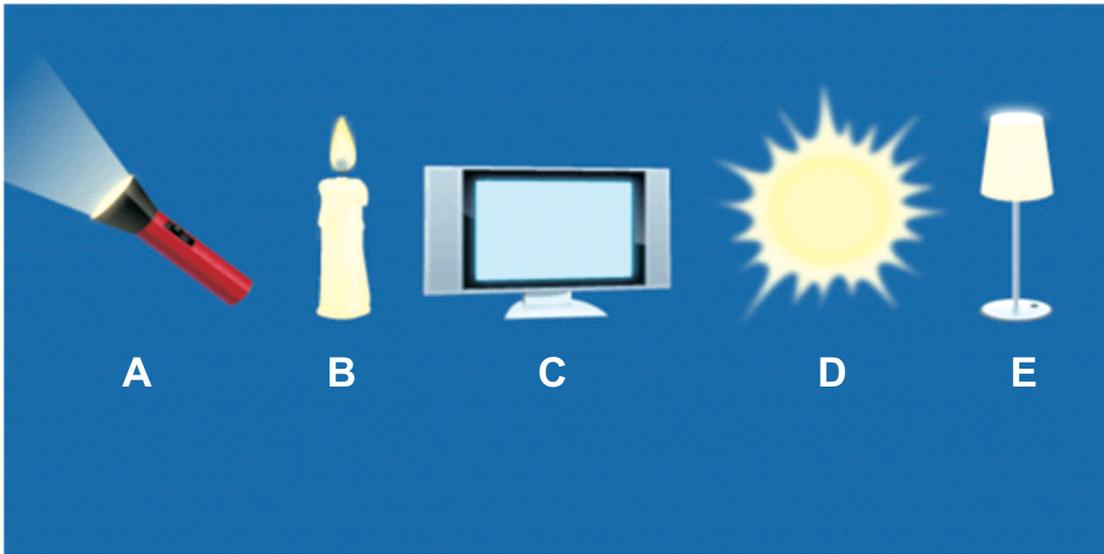
Can you see the objects in the day?

We need light to see the objects.

Below are some objects which give us light.

bulb lantern candle sun

The Light from objects can be dim or bright.

dim light

bright light

ACTIVITY:

1. Look at the picture above.

   i) Name the objects in the picture.

   A__________,B__________,C__________,D__________,E __________

   ii) Write bright or dim to tell if the light from the object is bright or dim.

   A__________,B__________,C__________,D__________,E __________

END OF UNIT 7: EXERCISE

1. Complete the table.

Objects	Shape of object(round, square, rectangular, triangular)	Material they are made of (wood, plastic, metal, rubber)	Texture of object (smooth, rough, hard, soft)
Tennis Ball			
Window			
Sign board			
Table			
Eraser			
Coin			
Door			
Basket			

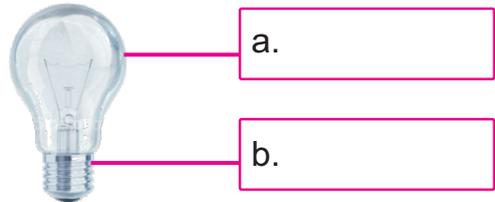
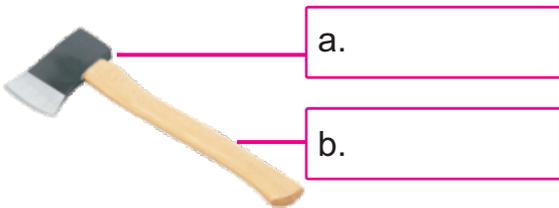
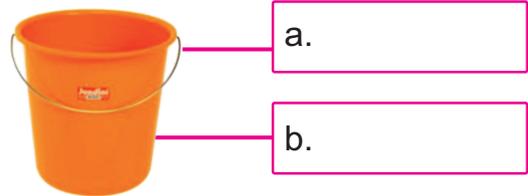
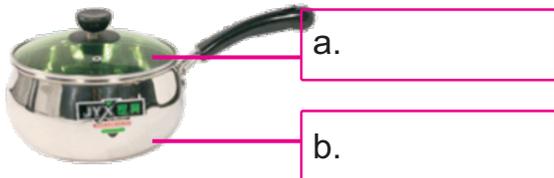
2. What materials are these objects made of? Write the answers on the given lines. Use the word box to help you. Each word can be used more than once.

Wood	Glass	Feather	Metal	Plastic

a. ____________
b. ____________

a. ____________
b. ____________

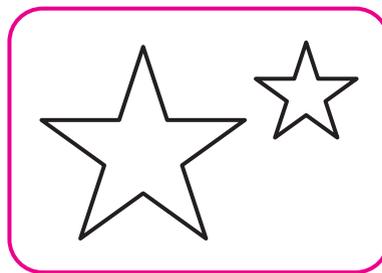
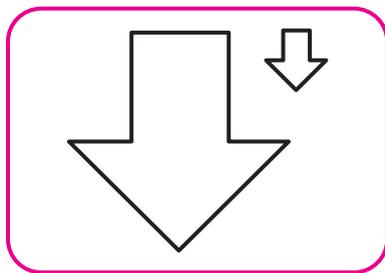
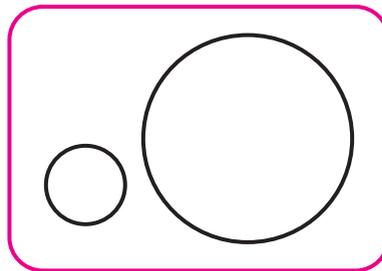
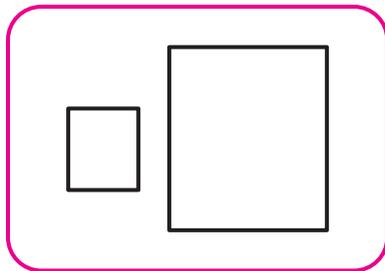
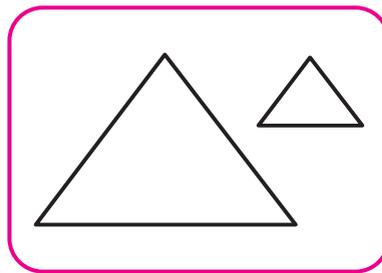
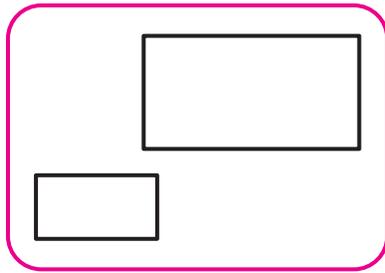
a. ____________
b. ____________

a. ____________
b. ____________

3 Write YES if the sentence is correct or write NO if the sentence is wrong.

- The stone is smooth. ____________________
- The feather is light. ____________________
- The ball is round. ____________________
- The coin is made of wood. ________________
- The stone is hard. ____________________

4. Look around you. Identify an object. Draw the object. Write its name, shape, size and the material from which it is made.

Name of object ____________ Shape______ Size_______ Material________

5. Colour the smaller object in each box.

6. Look at the pictures below. How can you make a sound from them? Choose from the word box, a correct way to make a sound for each picture. Write it on the given lines.

By beating, By shaking, By plucking, By blowing

_____________ _____________ _____________ _____________

7. Look at the picture. There are many objects in it. Fill in the blanks. Use word box to help you.

Oranges	basket	door	table	clay vase

1. The ________ is rough.
2. The ________ is smooth.
3. The ________ heavy.
4. The ________ light.

UNIT EIGHT: THE WEATHER AND SEASONS

CHAPTER 1 THE WEATHER

The weather changes daily. Look at the picture and answer the questions to tell what kind of weather is it?

What can you see in the picture?
How does it look Like?
How would you feel on this day?
It is a sunny day.

Look at the picture and answer the questions to tell what kind of weather is it?

What can you see in the picture?
Is the sun shining or hiding in the clouds?
How would you feel on this day?
It is a cloudy day .

Look at the pictures and answer the questions to tell what kind of weather is it?

What can you see in the picture?
What would you feel on this day?
It is a rainy day.

Look at the picture and answer the questions to tell what kind of weather is it?

What can you see in the picture?
The wind is blowing.

What would you feel on this day?
It is a windy day.

ACTIVITY:

Word search Game.

Find the words given below .The first one is done for you.

Rainy	Fine	Cloudy	Hot	Windy	Snowy	Sunny	Weather

WEATHER

R	A	I	N	Y	T	E	J	O	W
T	T	W	I	H	O	Y	T	H	I
E	E	A	R	M	M	E	A	I	N
S	U	N	N	Y	X	K	N	S	D
Y	N	I	U	K	E	D	I	N	Y
C	L	O	U	D	Y	T	S	O	N
K	L	H	O	T	Y	H	W	W	O
F	I	N	E	X	H	K	I	Y	S
W	E	A	T	H	E	R	M	O	E

CHAPTER 2 PREDICTING THE WEATHER

As you have learned; the weather changes daily.

How are you feeling today?

What is the weather like today?

What do you think the weather will be like tomorrow?

ACTIVITY:

1. Guess the weather for coming week. Fill in the chart.

	Weather
Monday	______________________
Tuesday	______________________
Wednesday	______________________
Thursday	______________________
Friday	______________________
Saturday	______________________
Sunday	______________________

Teacher's Note Each day combine the guess of students with the real weather . Discuss with students why it is important to know what the weather will be next week? You should expect or encourage answers: such as knowing how to dress, planning what to do, etc

CHAPTER 3 THE SEASONS

There are four seasons in a year;

Spring, Summer, Autumn and Winter.

The weather stays the same during each season. When you see new leaves and flowers on the plants, it is spring.

When you feel hot and need to drink cold water and eat ice-cream, it is summer.

When you see the leaves turn yellow and falling off the trees,
it is autumn.

When you feel cold and wear warm clothes,
it is winter.

END OF UNIT 7: EXERCISE

1. The pictures of the seasons are given in column A and the things we do in the season in column B. Draw a line to join the seasons with the things we do in them..

Column A Seasons	Column B Things we do in the season

2: Look at the pictures of the four seasons. Write the names of the seasons below each picture. Use the word box to help you.

Autumn	Spring	Summer	Winter

3. Answer the questions. Write the name of the correct season in each blank space.

(i) What is the hottest season? ____________________

(ii) What is the coldest season? ____________________

(iii) In what season do new flowers bloom? ____________

(iv) In what season do leaves turn yellow and fall? ________

(v) What season is it now? ______________________

4. Complete the table.

Type of weather	Draw a picture to show the weather(use the symbols in the box)	Clothes you wear	Foods you eat	How you feel in each weather
Sunny				
Cloudy				
Rainy				
Windy				

5. Answer the questions to tell what the weather is like today.

(i) How are you feeling today? ____________________

(ii) Are you feeling hot or cold? ____________________

(iii) Is the sun shining? ____________________

(iv) Is it raining? ____________________

(v) Is the wind blowing? ____________________

(vi) Is it cloudy? ____________________

(vii) What is the weather like outside today? ____________________

UNIT NINE: TRANSPORTATION

CHAPTER 1 MEANS OF TRANSPORTATION

Sana and Ali go everyday

to school in a bus.

Their mother and father

go to work in a car.

Their uncle came to visit
them from Lahore in a train.
They went to the station
to greet him.

Next week their father will go to

Dubai by aeroplane.

Teacher's Note Explain to the students bus, car, train and aeroplane are used to travel from one place to another. All of these are our means of transportation and are known as transport.

ACTIVITIES:

1. Write the name of the vehicle in the space below the picture. Use the word box to help you.

Aeroplane	Bicycle	Rickshaw	Car	Donkey Cart
Train	Truck	Van	Ship	

2. Write "slow" or "fast" for each of the above means of transportation.

____

Teacher's Note Teacher will help the students to identify slow and fast means of transportation from the above pictures.

Aeroplanes fly in the sky.
They take off and land
at airports.

Buses, cars and motorbikes
move on the road. Buses
stop at the bus stop to pick
and drop people.

Trains run on railway tracks.
They leave from and arrive
at railway stations.

Ships sail in the sea.
They sail from
and dock at the harbour.

Do you know where buses stop to pick up and drop off people?

____

____

ACTIVITY:

Complete table.

Vehicle	What mean where they travel?	Where they start and stop?
Buses		
Trains		
Aeroplanes		
Ships		

Some activities on a bus stop, airport, railway station and seaport are:

- People start and end their journey.
- People send and receive luggage.
- People welcome and see each other off.

CHAPTER 2

TRAFFIC RULES

Traffic rules help to keep us safe.

We must obey them.

If we do not obey them we may get hurt

or we may hurt someone else.

Look to the right and left
then again to the right
before crossing the road.

Cross the road at the
zebra crossing.

Hold the hand of an
older person when
crossing the road.

Wait for the bus at the bus stop.

Walk on the footpath.

ACTIVITIES:

Traffic signal.

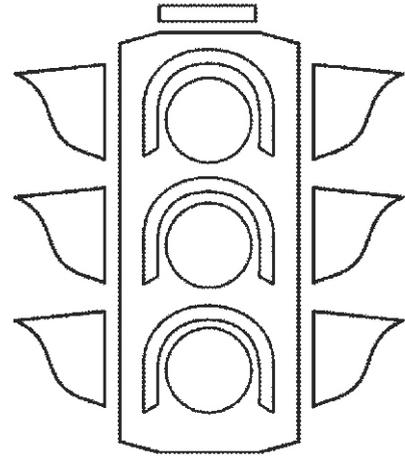
1. Colour the Traffic signal.

2. Fill in the blanks:

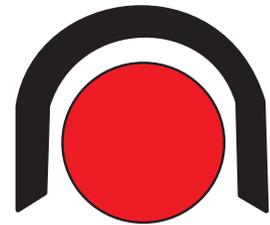
   (i) The red light tells us to ______________

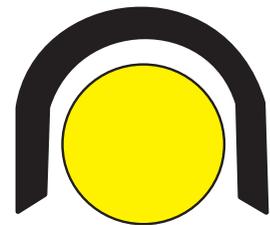
   (ii) The yellow light tells us to ___________

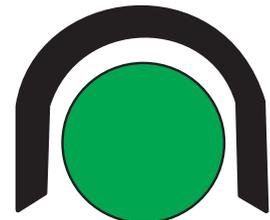
   (iii) The green light tells us to. ___________

3. Learn the poem "Traffic Lights"

Traffic Lights

Red light, red light, what do you say?

I say stop and stop right away,

Yellow light, yellow light, what do you mean?

I mean wait till the light turns green.

Green light, green light, what do you say?

I say go and go right away.

Teacher's Note Explain to the students the meaning of the red, yellow and green lights. Then teach them the poem and have them learn it at home.

END OF UNIT 9: EXERCISE

1. Fill in the blanks:

(i) Aeroplanes fly in the ____________________

(ii) ships sail in the ____________________

(iii) Trains run on ____________________

(iv) Motorbikes moves on the ____________________

(v) Aeroplanes take off and land at the __________

(vi) Buses stop and drop people off at the __________

(vii) Trains arrive at and leave from the __________

(viii) Ships sail from and dock at the __________

2. Match the sentences as in column A with the colour in column B.

Column A Sentences	Column B Colours
This Light says Stop	Green
This Light says Wait	Red
This Light says Go	Yellow

3. Write the meaning of the given signs. Use the word box to help you.

No U-Turn	Do not blow horn	Do Not Turn Left	No Entry
No Parking	Go Slow	Children Crossing	